

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that is used in conducting the research and getting the answer from the research question in Chapter I. This chapter consists of research design of the study, site and participants of the study, research procedure, data collection techniques, and data analysis.

3.1 Research Design

In order to answer the research questions, the study employed Classroom Action Research. Classroom Action Research or CAR refers to any systematic inquiry which is conducted by teachers, researchers, principles, or counselors in the teaching and learning environment in order to gather information regarding the operation of particular school (Mills, 2003). It involves a cycle of activities focusing on identifying a problem, collecting information about the problem, devising strategy for the problem, trying out the strategy, and observing its effects (Arikunto, 2010). Meanwhile, Cresswell (2012) defines action research designs as a systematic procedures done by teachers to gather information regarding the ways of the particular educational setting operates, the teaching, and the students learning in order to improve it. Moreover, Arikunto (2010) suggests that classroom action research contains a number of phases including planning, action, observation, and reflection.

The first step is planning in which focusing on who, what, when, where, and how the action will be done. Next, action which means planning the strategy that will be applied in teaching and learning process. Third, observation that will be done by monitoring closely the teaching and learning process to gather the data from the result of the action. The last step is reflection where the gathered data is analyzed to determine the next action in the next cycle (Arikunto, 2010).

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In this study, the cycle in conducting the classroom action research were adapted from Kemmis and McTaggart's model (1989 as cited in Arikunto, 2010) which can be seen below.

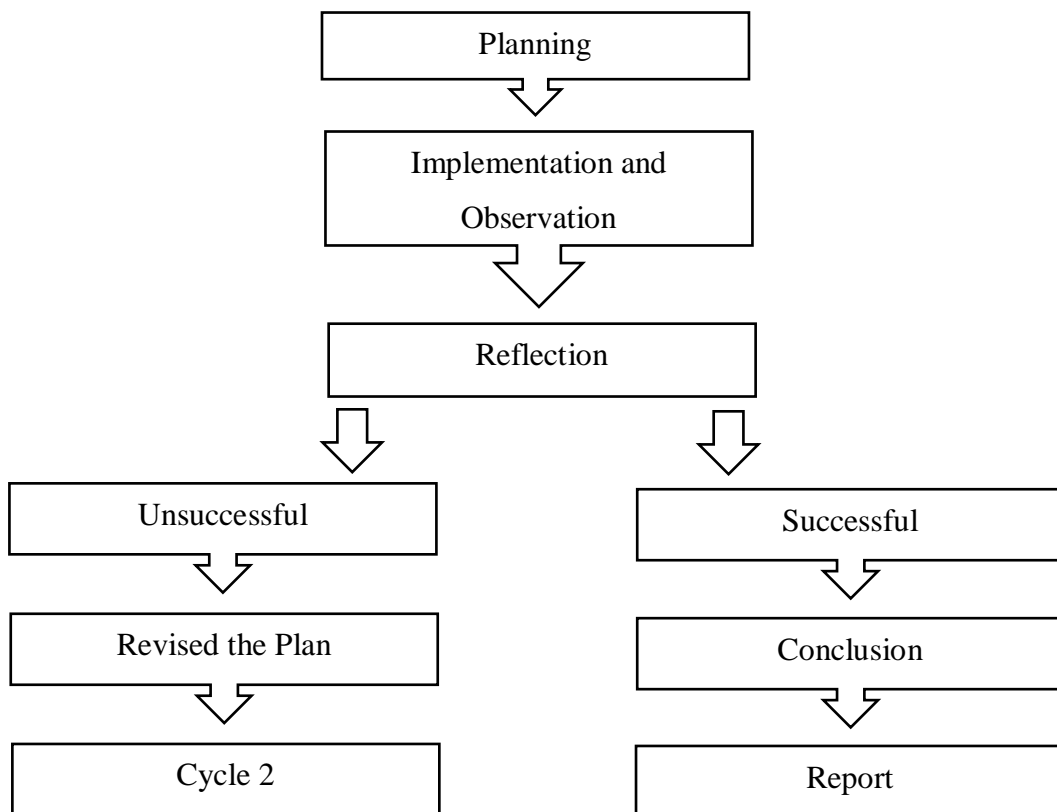


Figure 3.1 *Classroom Action Research Procedure (Adapted from Kemmis & McTaggart, 1989 as cited in Arikunto, 2010)*

Based on the figure above, the study started by planning the action. It involved preparing all the materials for the action. Next, the prepared materials were implemented and observed. Based on the observation, the researcher made reflection and evaluate the result of the action.

3.2 Site and Participants

The study was conducted at one of junior high school in Bandung. It involved seventh grade students and it took one class as its participants. This study chose Inka Rachmat , 2019

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seventh grade as the participants because according to 2013 curriculum, descriptive text is taught in the seventh grade. Furthermore, the role of the researcher was being the teacher, the observer, and also the interviewer to obtain deep information regarding the activities in building knowledge of the field in helping the students read descriptive text.

3.3 Data Collection

Data collection is an important part in the process of research. In order to collect the data, three instruments were used; those are classroom observation, interview, and students' works. Those instruments were aimed to gather the data accurately and to answer the proposed research question. The process of data collection is elaborated as follows.

3.3.1 Classroom Observation

As stated by Creswell (2009) observation is occurred when the researcher chooses the major on the behavior and activities of every participant that involves in the observation for the study. The study used qualitative observations in which the researcher records or even takes notes everything done by the person as the participant during the research (Cresswell, 2009).

Observation has several advantages which is “the opportunity to record information as it occurs in the setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas” (Cresswell, 2012, p. 214). Since this study used classroom action research to describe how the researcher teach descriptive text by building students' knowledge of the field, the researcher also acted as a participant observer due to the role of being the teacher in the classroom.

The observation was conducted in order to observe the situation and all the activities in the class during teaching descriptive text by building students' knowledge of the field. The teaching and learning performance in the classroom were video-recorded to gather detailed information. The data obtained from video recordings were analyzed in order to investigate the teaching and learning

performance of the researcher in building the students' knowledge of the field in descriptive text.

3.3.2 Interview

Cresswell (2009) pointed out that interview is conducted in by doing face-to-face interviews with the interviewees, using telephone for interview, or doing focus group interviews in which six or eight participants in each group. Furthermore, those interviews usually involve unstructured and open-ended questions in order to elicit views and opinions of the interviewees. Interview is used to gather information needed and to answer research questions. Moreover, it aimed to find out how the students' feel and the barriers that the students have during the learning process, in this case, the activities in building knowledge of the field in teaching reading descriptive text.

This study used both open-ended questions and semi-structured interview. The semi-structured interview is where several key questions are provided to elaborate the areas which required to be explored and allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Gill et. al, 2008). Moreover, six students in the class as the minimum sample of the population in this study were chosen to participate and contribute as the respondent of this study. The interview was conducted after the lessons had been completed and was audio recorded. In order to make the students as the interviewees easier to cooperate with the interview, the interview used *Bahasa Indonesia*.

3.3.3 Students' Works

As one of the instruments of this study, students' works were used to gather the data in order to answer the research question. The collected students' works were the students' worksheets during the activities in building knowledge of the field. Students' works analysis aimed to investigate their understanding and comprehension of the lessons.

3.4 Research Procedure

The procedure of this research was conducted by using several steps that can be described as follow.

3.4.1 Preparation

Before giving the activities in building students' knowledge of the field, there are several preparations that should be considered, in this case, selecting material, media, exercises, and lesson plans. The first preparation was selecting material. In selecting the material which includes topic and text, several criteria were considered. First, the topic and the text should be chosen in accordance with their basic competence in reading to make them understand the text easily. Second, the topic and the text should be appropriate and familiar for the students' age so that they could relate to their experiences. The last criterion is the level of difficulties in terms of grammar, vocabulary, structure, language use, and the length of the text. Thus, "My Family" was chosen as the topic of the text. The topic was considered appropriate to be used in this study in terms of the level of difficulty and the content in which the students will be able to relate and understand.

The second preparation was choosing media. In giving the activities in building students' knowledge of the field, the teacher used several media such as laptop, power point, and projector. Those media would assist the teacher in delivering the material. Moreover, exercises were prepared in order to measure students understanding of the given material. The last preparation was lesson plan. Three lesson plans were designed to be implemented in the study for three meetings. Those lesson plans aimed to build students' knowledge of the field through several activities in order to help them read descriptive text. The summary of the lesson plans can be seen in the table below and the detailed lesson plans can be seen in Appendix A.

Table 3.1

Summary of the Lesson Plans

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Lesson Plan	Objectives	Activities
1st Meeting	1. Students are able to explore their knowledge about family. 2. Students are able to mention the name of the family member. 3. Students are able to mention adjectives to describe someone.	1. Brainstorming 2. Group discussion 3. Worksheet
2nd Meeting	1. Students are able to use simple present tense 2. Students are able to describe the appearance of a person. 3. Students are able to find the relevant information in the text.	1. Brainstorming 2. Group discussion 3. Graphic organizer
3rd Meeting	1. Students are able to identify the main idea and the purpose of the text. 2. Students are able to understand the text.	1. Reading the text 2. Group discussion 3. Worksheet

3.4.2 Implementation

In this study, the researcher acted both as teacher and observer. The teaching process was done after the material was chosen and the lesson plans were designed. The teaching process followed the prepared lesson plans and the researcher delivered the activities, observed the teaching and learning process, and administered the exercises and interview. During the teaching process, the students were given exercises to check their understanding of given material.

The lessons were conducted in three meetings. After all the lessons were delivered, the researcher conducted an interview with six students.

Table 3.2

Research Schedule

No	Date	Activities
1	October, 18 th 2018	<ul style="list-style-type: none"> - Exploring students' knowledge about family. - Building vocabulary of the topic (describing family). - Worksheet for group work. - Discussing the result of the group work.
2	October, 19 th 2018	<ul style="list-style-type: none"> - Recalling students' memories of the previous meeting. - Grammatical pattern practice.

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		<ul style="list-style-type: none"> - Describing the appearance of a person. - Filling out graphic organizer (group work). - Discussing the result of the group work.
3	October, 25 th 2018	<ul style="list-style-type: none"> - Recalling students' memories of the previous meeting. - Reading the text together. - Finding the main idea and the purpose of the text. - Discussing unfamiliar words. - Giving individual worksheet.
4	October, 26 th 2018	- Administering Interview

3.4.3 Administering Interview

The interview was administered in order to obtain the data of the students' opinion about the activities in building knowledge of the field in helping them read descriptive text. Moreover, the interview was administered after all the learning session had completely done. The Interview was addressed to six students as the representative of the class.

3.5 Data Analysis

The data obtained from the classroom observation, interview, and students' works were elaborated descriptively. The data were analyzed in order to answer the research question. Since the study employed classroom action research method, the findings were analyzed based on the explanation and elaboration from the result of the data gathered.

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3.5.1 Analysis of Data from Observation

The observation was recorded by using video recorder. The whole situation in the classroom and the research process were recorded by the researcher. The teacher-researcher's action, students' response and all the activity during research process were observed by the researcher. The videos were transcribed and categorized from the result of the observation. The transcriptions of the recorded videos were analyzed in order to obtain the evidences to answer the research questions.

3.5.2 Analysis of Data from Interview

The interview was conducted in order to gain information from the students regarding their opinion toward the activities in building knowledge of the field in reading descriptive text. Six students were chosen as the correspondents and the data from the interview was analyzed by using descriptive analysis procedure proposed by Sugiyono (2010) which consists of several steps. The first step was to transcribe the audio recording into written form in order to process the data. Second, the interpreted written data was explained in accordance with the research question and relevant literature of this study. The data was interpreted in order to find out how the activities in building knowledge of the field help the students to read descriptive text.

3.5.3 Analysis of Students' Works

Students' works were analyzed in order to gain the data of the students' understanding and comprehension of the lessons. The students' works consist of exercises in each activity. The results were elaborated descriptively by evidence to strengthen the result.

3.6 Concluding Remarks

This chapter has presented the methodology in conducting this study. This chapter has also discussed the reason of choosing the research design, site and participants, data collection, data procedure, and data analysis technique in order to answer the research question.

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